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ABSTRACT

Project Outreach is an undergraduate psychology course which offers students a variety of community projects in which they might become involved. The project gives students opportunities to learn through direct experience and provides seminars in which they may reflect upon these experiences. Some 36 institutions and community service agencies expose the student to real-life issues and give them a basis for considering future careers. One project offers the chance to work with special recreation programs for handicapped children, teens or adults. In another, students act as friends/tutors to delinquent boys between the ages of 13 and 17. At a retirement home students may act as companions to lonely old people and design group activities in addition to the individual visiting. Other projects include working in child care centers, helping in hospital emergency rooms, tutoring foreign students, and assisting a neighborhood tenants union. A variety of services in programs relating to the mentally ill are provided. This manual for student use lists information on enrolling in Project Outreach and gives detailed information on each of the projects available, including transportation needs, target population, student's role, group meetings, and prerequisites. Appended to the document is a discussion of the concept of Experiential Education. (Author/DS)

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PROJECT OUTREACH

Department of Psychology
The University of Michigan

Experiential Learning Component of
the Department of Psychology

WINTER TERM 1979

RC 011074

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PROJECT OUTREACH

Project Outreach is a psychology course which offers students a variety of community projects in which they might become involved. The projects provide students with opportunities to learn through direct experience in addition to seminars in which they reflect upon these experiences. Projects are elected for credit in Psychology 201

Project Outreach is based on the belief that University students learn through direct involvement, while contributing to their community. Such learning is relevant for students because it exposes them to real life issues, and gives them a basis for considering future careers.

The projects offer experiences in a wide variety of institutions and community service agencies. The projects are described in the following pages.

Students should attend the Outreach Mass Meeting, sign up for the project they want to participate in, and contact the coordinator/group leader for interview appointments, etc.

If you have questions please call the coordinators of the projects or the Outreach office. Outreach staff members are available in our office at 554 Thompson Street to help with questions and problems.

We are accepting applications for new staff members. If interested, contact the Outreach office at 764-9179.

Project Outreach is almost entirely a student run program. Students teach other students both in the field setting and back on campus where they lead seminars and discussions. If you think you have the skills to be a group leader or a project coordinator, please let your project coordinator know at the end of the semester. The Project Outreach staff provides training in these skills. Group leaders and coordinators receive three (3) graded credits in psychology for each term in their role. For further information contact an Outreach staff member at 764-9179.

PROJECT OUTREACH INTERNSHIP PROGRAM

The Project Outreach Internship Program is a full-time fieldwork experience available for University of Michigan undergraduate students. The program combines active involvement in a variety of settings with seminars and academic study.

The Internship Program is limited to a maximum of ten undergraduates who are selected through personal interviews. The student interns choose their field placements from a variety of offerings. The interns work for a minimum of twenty-four hours per week (total) in their placements. They may decide to work in two, three or four different placements. Some of the placements require attendance at project seminars and some academic work.

The seminars focus on the experiences of the interns in their placements and on personal awareness and growth. The interns attend three academic seminars per week. Each intern is required to give a case or situational presentation, complete a final project, attend and participate in seminars, and keep an ongoing log. The interns elect the program on a full-time basis for credits in Psychology, Sociology and/or Education.

Project Director: Wendy Suss-Kadushin 764-9179

UNIQUE OPPORTUNITY FOR HUMAN SERVICE VOLUNTEERS. . . . .

VIEWPOINT, a community media/community education project in the Ypsilanti area, is seeking two-three volunteers to work as part of a "production team" creating a videotape documenting the power and impact of informal helping processes in the community. This presentation will explore the effect, both for the helper and "helpee", of voluntary aid as provided through volunteering, peer support systems, neighbor-to-neighbor assistance, and other non-formal interpersonal interaction. VIEWPOINT, a collaborative effort of Ypsilanti Area Community Services, the Ypsilanti Public Schools, and Eastern Michigan University, will then integrate this production in its ongoing community education efforts in the Ypsilanti-Willow Run community. Although no prior video or media experience is required, students must be able to provide their own transportation. This is a VOLUNTEER, NOT-FOR-CREDIT experience, but a minimum commitment of five - seven hours per week is expected. For further information, please contact Chuck Kieffer, VIEWPOINT Coordinator, at 485-7500.

PROJECT OUTREACH ADMINISTRATIVE STAFF

Dr. Shulamit Reinharz	-	Faculty Coordinator
Dr. Wendy Suss-Kadushin	-	Administrative Coordinator & Internship Director
Karen Petticrew	-	Secretary
Jane Bryson	-	Staff Member
Scott Farber	-	Staff Member
Georgie Ferris	-	Staff Member, Transportation Director

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THE LAB FEE

Outreach is more than a course. The Psychology Department pays all the typical course costs, but the lab fee covers everything else. Some projects incur more costs than others, but it is impossible to work out a completely accurate graduated lab fee, so an average one of $10 is what we've been charging for years. Luckily we've been able to keep the cost the same during these times of inflation.

To make sure you get the most financial benefit you can, please check with us before you spend any money. Maybe we can suggest some alternatives and we can definitely help out with phone calls, zeroxing, transportation, printing, room rental, field trips, etc.

If you are using private transportation we will TRY to reimburse you for gas IF you get a receipt and get approval from the "Transportation Director" BEFORE THE PROJECT BEGINS. You will also have to see the Transportation Director to sign reimbursement forms - the whole process usually takes about 3 weeks. Remember: NO REIMBURSEMENTS WILL BE MADE IF YOU HAVE NOT CHECKED WITH THE TRANSPORTATION DIRECTOR PRIOR TO THE EXPENDITURE/TRAVEL AND IF YOU DO NOT HAVE RECEIPTS OR A REIMBURSEMENT TRAVEL CARD.

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HOW TO CHOOSE A PROJECT

- Look at index (found on following pages).
- Check out the individual project descriptions carefully.
- Be sure you know what to expect from the project, and what the project expects from you.
- Make sure you make an appointment for interviews of all projects you are interested in.
- Make sure you have no time conflicts (like Chem Exams, etc.).
- Also, at Corner House (554 Thompson St.) we have evaluations and comments that students have written about these projects in past semesters. You are welcome to come and read them and get a student's perspective on his/her experiences.
- Be sure you ask questions if you are in doubt about anything - Outreach staff members will gladly help you find the right projects for you and your interests.
- Put your application in the "Application Box" after the mass meeting or bring it to the Outreach office as soon as possible (preferably before your interviews).

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CALENDAR OF EVENTS

Tuesday	January	9	-	Project Outreach Mass Meeting
Wednesday thru Sunday	January	10 thru 14	-	Project Interviews at the Introductory Psychology Building (554 Thompson St.) and other designated places.
Sunday	January	14	-	Project Selection Night - for Coordinators and Group Leaders ONLY!! 7 p.m. at the Outreach Office.
Monday	January	15	-	Outreach Registration Begins!! Transportation Meeting for all Outreach drivers at 7 p.m. - place to be announced.

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REGISTRATION PROCEDURES

1. Check final project lists posted at the Intro. Psych Bldg. (554 Thompson St.) if your name appears. . .
2. Pick up your lab ticket (a lab fee is required of ALL Outreach students) at the Outreach office (554 Thompson St.). . .
3. Take the lab ticket to Cashier's Office (lobby of L.S.A. Bldg.) and pay the fee. . .
4. Return the stamped portion to the Outreach Registration Desk - make sure your name etc. appears on the ticket in the proper areas and the registrar at the Outreach desk records the lab ticket number next to your name in the proper project folder. . .
5. Have your CRISP Add/Drop form filled out and be sure you receive an Override Form signed by the Outreach Registrar - return both to the counseling office in Angell Hall for a CRISP time and then to CRISP at the old A & D Bldg. . . .
6. Please make sure you note the first meeting of your project, include time and place of this meeting. Also copy Coordinator's/Group Leader's phone number and name. . .
7. If you have questions call the coordinator/group leader or see one of the Outreach staff members at the Outreach office or call 764-9179. . .
8. Please complete all the registration procedures before the end of the second week of the project.

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OUTREACH REGISTRATION OFFICE HOURS

The Outreach Registration Desk will be open during the following hours:

Monday thru Friday 8:30 a.m. - 11:30 a.m.
1:15 p.m. - 4:30 p.m.

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ANN ARBOR RECREATION

Section # 001 — Approximate number of students accepted 20

Setting: Ann Arbor Recreation Department

Transportation: Transportation provided by Outreach for Saturdays only, Students must provide own transportation for weekdays.

Introduction: Work with and join in special recreation programs for children, teens, and adults. An opportunity to learn about, and participate and work with persons with varying handicapping conditions.

Target Population: Handicapped (mentally, emotionally, physically) children, teens or adults.

Student's Role: Participate and assist in recreational activities, 2-3 hours per week. Opportunity for establishing personal relationship with clients. Activities include gym, swimming, crafts, bowling, skating.

Group Meetings: Attendance is weekly - two hour seminar required; one hour of presented material, one hour of group discussion.

Requirements: Log book, mandatory attendance at program sessions and seminar, written and/or verbal assignments, program evaluations.

Prerequisites: INTERVIEW REQUIRED. If interested in swimming, must have current Advanced Senior Lifesaving certification.

Coordinator: Carole Jenkins 994-2328
Elyse Sutherland 995-4253

* *

A.C.S.L.D. - HOMES

Association for Children with Social and Learning Difficulties - Homes

Section # 002 — Approximate number of students accepted 15

Transportation: Transportation provided by Outreach if necessary, although student with own transportation preferred.

Introduction: Excellent class for those interested in assessing their career plans in Psychology (Social Services). One-to-one interaction allows student to progress at a comfortable pace.

Target Population: Mentally and physically impaired children ages 9-19, often with social and academic deficits.

continued on Page 2.

A.C.S.L.D. - HOMES continued:

Student's Role:	Student acts as a social tutor and companion, providing the child with an understanding friend (some academic tutoring may be requested) on a one-to-one basis. There is a 4½ hour weekly commitment along with weekly seminars (1 hour). The students' goal should be to reach a better understanding with child, and help them to cope with everyday situations and interactions with friends, etc.
Group Meetings:	One weekly seminar, approximately 1 hour long; discussions cover problems of interactions, current topics which concern our project, Project Outreach activity announcements.
Requirements:	Weekly log, mandatory attendance, 4½ hour commitment with child, minimal outside reading.
Prerequisites:	INTERVIEW REQUIRED.
Coordinator:	Simmie Davis 763-0827
Group Leader:	Julie Lawrence 663-2108

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A.C.S.L.D. - SCHOOLS
Association for Children with Social and Learning Difficulties - Schools

Section # 003 — Approximate number of students accepted 16

Setting:	Ann Arbor Public Schools
Introduction:	An opportunity to become acquainted with Special Education children and services in the public schools.
Target Population:	School age children who are certified as Learning Disabled.
Student's Role:	Individual and group interaction with special education children in a school setting. Students provide social, emotional and academic support for children.
Group Meetings:	4 hours per week in an assigned school; 1½ hour seminar per week.
Requirements:	Mandatory weekly seminar. On-going log that is collected three times during the semester; 1 case presentation.
Prerequisites:	INTERVIEW: prefer individuals who have past experience working with children and have an interest in psychology and education.
Coordinators:	Ellen Barahal 665-6564 Richard Newman 994-5871

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CHALLENGING AND CHANGING THE CRIMINAL JUSTICE SYSTEM/MAXEY BOYS' TRAINING SCHOOL

Section # 004 Approximate number of students accepted 30

NOTE: 3 credit project

Setting: Maxey Boys' Training School
Whitmore Lake

Transportation: Transportation provided by Outreach.

Introduction: This is a project designed to allow students an intimate view into the realities of our criminal justice system, utilizing guest speakers, field trips, and field placements at Maxey Boys' Training School.

Target Population: We will be working with delinquent boys, ages 13-17, who have been sent to Maxey because of repeated and serious crimes.

Student's Role: Students will be friends/tutors of the boys, mutually sharing cultures and values. Goals are to give both students and boys an understanding of "the other way of life," and to provide the boys with the guidance and support that they need so that they may lead a more directed life.

Group Meetings: Sunday nights: seminar-lectures, guest speakers, films, handouts, discussion, containing an overview of all areas of criminal justice.

Wednesday nights: field placements at Maxey Boys' Training School - recreational and tutorial projects with the boys.

Throughout the semester: field trips to Wayne County Jail, Huron Valley Women's Prison, Milan Prison, Police car rides, Court.

Requirements: Absolutely mandatory attendance at all meetings; only excused absences may and must be made up. Weekly log. Three (3) field trips. Minimal expenses from time to time. Responsible for project at Maxey.

Prerequisites: Since there is quite a large demand for this project, we will give a slight priority to upperclassmen. INTERVIEW IS REQUIRED.

Coordinator: Kathy Bohn 995-4055

Co-Coordinator: Stuart Lev 995-2325

Group Leader: Shirley Higuchi 995-5652

* *

CHELSEA RETIREMENT HOME

Section # 043 Approximate number of students accepted 15

Setting: Chelsea Methodist Home
805 W. Middle Street, Chelsea, Michigan

CHELSEA RETIREMENT HOME continued:

Transportation:	Transportation provided by Outreach.
Introduction:	Take a break from the classroom and the usual "student-crowd" to meet and become friends with people who are lonely, but who nevertheless have much to offer. While providing needed friendship at Chelsea, you will gain an understanding of the aging process.
Target Population:	The residents (mostly women), range in age from 65 to 102. In this dormitory-type setting there are basically two types of residents, (ie. nursing and resident (mobile)).
Student's Role:	Students act as companions and as catalysts for activity. Students will spend about 4 hours per week at the setting, designing group activities and doing individual visiting. One primary goal will be to integrate the different types of residents. Students will become more aware of the aging process and its ramifications.
Group Meetings:	We will have bi-weekly seminars of approximately 1½ hours. Lectures, discussions, and films will be used to give the students information which will be helpful at the setting.
Requirements:	Attendance will be mandatory and weekly journals will be kept.
Prerequisites:	INTERVIEWS ARE OPTIONAL and for students who wish to know more about the project.
Coordinator:	Dennis Eckold 995-1863
Co-Coordinator:	Brian Lutz 665-2020

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CHILD CARE ACTION CENTER

Section # 005 Approximate number of students accepted 30

NOTE: 3 credit project

Setting:	Child Care Action Center 3310 School of Education Building
Transportation:	Setting is on campus.
Introduction:	Based on the belief that quality child care should be available to those who need it. Goal is to give "child centered" care focusing on child's physical, social-emotional, and cognitive growth.

Continued on Page 5.

CHILD CARE ACTION CENTER continued:

Target Population: Twenty-five children of varied backgrounds, aged 2½ to 6 years. Most families are University affiliated.

Student's Role: Eight hours per week in two four-hour shifts, planning and leading activities on one-to-one or small group level. Student goal: learn about child development and train as child care workers. Children goal: generous adult/child ratio and exposure to variety of adults.

Group Meetings: Six evening workshops on child care issues and relevant topics chosen by students. Included: aggression and expression of feelings, racism and sexism, games and activities, child care as a social issue, social problems of the "normal" child.

Requirements: Included in 8 hours at the setting is discussion time for staff and students to deal with problems and concerns; feedback; relevant information on specific children and families; ways to better interact with children.

Prerequisites: INTERVIEW REQUIRED. No experience necessary.

Coordinator: Margaret Elias 764-3487

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COMPADRAZGO

Section # 042 Approximate number of students accepted 20

Introduction: Utilizing the cultural mechanism of the "compadrazgo," a familiar term to all students of Hispanic cultural background, an ethnic support group has been created.

Target Population: The program is directed in particular to the enthusiastic and motivated Hispanic freshperson in search of a greater personal and intellectual growth.

Student's Role: Class participation and interaction.

Group Meetings: Twice a week - 1½ hours - 1 credit
Readings, films and sharing experiences.

Requirements: Log of class, reading, class attendance.

Coordinator: Yolanda Marino 763-3402

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COMPANIONSHIP PROGRAM

Section # 036 Approximate number of students accepted 15-20

Setting: Ysilanti Regional Psychiatric Hospital
3501 Willis Rd., Ypsilanti, Michigan

COMPANIONSHIP PROGRAM continued:

Transportation: Transportation provided by Outreach.

Introduction: Promote student/patient interaction on a one-to-one basis. Help the patients deal with the problems of institutionalization and provide companionship. The students can see the workings of a mental hospital and establish a rapport with the patients.

Target Population: We work mostly on chronic wards; most patients have been in the hospital for some time. The average age is about 45. Most are mobile and will participate in small group functionings.

Student's Role: Students are companions but does set some therapeutic goals with the help of the ward staff. Interactions are either one-to-one or small group activities. The student visits the patient for one hour two times per week.

Group Meetings: Group meetings are held weekly as well as organized seminars once a month. Topics in informal group meetings concern specific patient related problems whereas seminars are formal lectures on mental health.

Requirements: Patient assessments are written twice a week. On book will be required.

Prerequisites: Enthusiasm and interest. INTERVIEW IS REQUIRED.

Coordinator: Sharon Tyson 994-0655

* *

Washtenaw County CONSUMER ACTION CENTER

Section # - 007 Approximate number of students accepted 15

Setting: Washtenaw County Prosecuting Attorney
Consumer Protection Division
120 Catherine, Box 8645 - Corner Catherine and Fourth
Ann Arbor, Mich. 48107

Transportation: Setting is within walking distance of campus.

Introduction: Functions of the office: -mediation of non-criminal consumer complaints
-investigation of criminal fraud
-information and consumer education

Target Population: The agency's clients are Washtenaw County residents with consumer problems or non-residents having a problem with a Washtenaw County business.

Student's Role: Title of volunteer - consumer complaint mediator. Mediators are given full responsibility for the resolution of individual consumer complaints working 5 hours per week at the setting.

CONTINUED on Page 7.

CONSUMER ACTION CENTER continued:

Group Meetings: Beginning of semester: 3 orientation sessions of 6 hours.
Throughout the semester: 2 training sessions of 2 hours each.
(Orientation and training session material is on file with Project Outreach.)

Requirements: Attendance - time can be made up.
Reading - educational subscription to Consumer Reports magazine.

Prerequisites: Persons convicted of a criminal charge or with a criminal charge pending against them are ineligible.
Preference given to those who can obligate themselves for a 2-semester commitment.
INTERVIEW REQUIRED.

Coordinator: John Knapp - Director, Consumer Action Center
994-2420

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CORNTREE

Section # 008 Approximate number of students accepted 20-25

Setting: Corntree (Child Care Center)
1910 Hill Street

Transportation: Students can walk as it is near campus.

Introduction: Corntree is a parent cooperative day care center. Students will work with full time staff and parent volunteers to create a nurturing environment for the children.

Target Population: Children ages 2½ to 6 years.

Student's Role: Students take on responsibilities of child care workers. Supervising and/or directing the flow of the day - activities, games, art work, snacks, etc. Six or 9 hours in setting and meeting (2 or 3 credits).

Group Meetings: Weekly group supervision meetings - 1½ hours. Discuss specific issues of student's day care work as well as more general issues of childrearing. This is a time to support and help challenge the worker's thinking.

Requirements: Mandatory attendance, optional journal, occasional preparation outside of working time.

Prerequisites: INTERVIEW REQUIRED. A genuine concern and commitment for children at this point in your life is necessary.

Coordinator: Mark Nickerson 663-9774

* *

CULTURAL EXCHANGE

Section # 009 — Approximate number of students accepted 20

Setting: International Center (adjacent to Michigan Union)
603 E. Madison

Transportation: Transportation provided by Outreach when needed.

Introduction: Purpose is to facilitate cross-cultural learning and experience on a one-to-one friendship basis and as a group of internationally minded students.

Target Population: English Language Institute students (foreign students studying English, usually to prepare for study at a U.S. college).

Student's Role: Friend. Informal social interaction for a minimum of 4 hours per week, plus group activities. Assist ELI students to learn English, orient to Ann Arbor, acculturate to U.S., make friends. Students have choice of any activity to do with partner.

Group Meetings: Weekly 1½ hour "group meetings" are discussion oriented but also utilize films, outings, guest speakers to lecture, simulation games, etc. Global issues are topics (i.e. pop. planning, immigration, etc.).

Requirements: Reading - "Cultural Exchange Handbook" of excerpts, journal, group meeting and activities attendence, meet (min.) 4 hours per week with partner, class presentation.

Prerequisites: Sufficient time and commitment to project goals.
INTERVIEW REQUIRED.

Coordinator: Mary Lane 994-4778

Co-Coordinator: Nancy Katz 662-8410

* *

DOMESTIC VIOLENCE PROJECT

Section # 010 — Approximate number of students accepted 8

Setting: SAFE House (shelter for battered women)
outside of Ann Arbor

Transportation: Students must provide own transportation.

Introduction: The goal of this project is to acquaint students with the problem of domestic violence and expose them to women and children in this crisis situation. The student will become acquainted with local social and legal service agencies and interact with both the women and these agencies.

Continued on Page 9.16

DOMESTIC VIOLENCE continued:

Target Population:	The women at SAFE House are a very diverse group who have one common denominator - physical assaults made by the person they have been living with.
Student's Role:	Students will act as program assitants in a one-to-one team with a staff member to work with the woman (to meet her emotional, financial, legal needs) or the children.
Group Meetings:	Clinicing sessions will be held every 3rd. week and last about 2-3 hours. The first 2 weeks of the semester will be used for training both on-site and outside sessions.
Requirements:	Mandatory attendance at the shelter 6 hours/week (in 2 3-hour blocks). Logs are kept on interaction with the women in their individual files.
Prerequisites:	Women volunteers will be program assistants with the staff to work on client services. Male volunteers will be program assistants (also working with staff) in the area of child care. INTERVIEWS ARE REQUIRED for all positions.
Coordinator:	Jane Conrad 668-8741

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EMERGENCY ROOM II at University Hospital

Section # 012 Approximate number of students accepted 10

Setting:	University Hospital Emergency Room - 4th floor Outpatient Bldg. University Medical Center
Transportation:	Not required - near campus.
Introduction:	Students learn to deal with people in a unique opportunity in a hospital emergency room. The interaction and experience possible is only limited by your interest and motivation.
Target Population:	Volunteers work with the ER staff in providing essential care to the patients and families in the Emergency Room.
Student's Role:	Student's are volunteers, 4 hours a week, acting as a patient liaison, serve as a messenger and an orderly, and interact with patients and families as the extra pair of hands, a soft shoulder, or a willing ear.
Group Meetings:	There are weekly two hour group meetings in which the students learn more about communication skills, illness, psychology, and health care in general.
Requirements:	Mandatory attendance at group meetings and working your weekly 4 hour shift is required.

Continued on Page 10.

EMERGENCY ROOM II continued:

Prerequisites: Previous hospital experience, preferably in an emergency room working with patients and families, is required. INTERVIEWS ARE REQUIRED.

Coordinator: Dave Lewicki 662-6648

* *

EMERGENCY ROOM I at University Hospital

Section # 011 Approximate number of students accepted 12

Setting: Emergency Room
University Hospital, Catherine Street

Transportation: Students must provide own transportation.

Introduction: The primary objective of this project is to humanize the Emergency Room environment by teaching student volunteers interactive skills such as active listening.

Target Population: Our target population includes a total cross-section of the Ann Arbor area and patients from outlying areas that have special problems that require the expertise of the University's staff.

Student's Role: The student acts as a volunteer in the waiting room/ Emergency Room area for 4 hours per week. The student performs non-medical duties aiding the staff, patients and families in the Emergency Room setting.

Group Meetings: The group meets once a week for 2 hours with the primary goal of improving the interpersonal skills of the students.

Requirements: Mandatory attendance of all group meetings is a requirement as well as 12 weekly shifts in the Emergency Room setting. INTERVIEW IS REQUIRED.
$5.00 refundable deposit for jacket.

Coordinator: Dave Lewicki 662-6648

* *

Center for FORENSIC PSYCHIATRY

Section # 013 Approximate number of students accepted 22

Setting: Center for Forensic Psychiatry at Ypsilanti Regional Psychiatric Hospital
3501 Willis Rd. at US 23, Ypsilanti, Mich.

Transportation: Provided by Outreach.

Continued on Page 11.

CENTER FOR FORENSIC PSYCHIATRY continued:

Introduction: Outreachers are offered a unique opportunity to meet with these men and to get to know them both socially and intellectually. The relationship is very rewarding for both the student and the patients.

Target Population: Only men, from ages 18-60 years, many of whom have been cited as mentally ill offenders, the Center provides diagnostic and rehabilitation services.

Student's Role: Since no other groups from the public are admitted to this high security institution, the men's mental problems are often compounded by boredom and loneliness. Students become friends to the patients, break the institutional routine, and act as a tie to the outside world.

Group Meetings: There will be six 2-hour seminars throughout the term, including films, lectures and discussions relevant to the setting. These will foster an awareness of the field of mental illness.

Requirements: Perfect weekly attendance is mandatory. Also required are weekly logs, attendance at seminars, several short meetings, and participation in discussions.

Prerequisites: Nearly half of the patients are from minority groups. This project, therefore, encourages many people to apply, so that a wide variety of people and groups will be represented. INTERVIEW IS MANDATORY.

Coordinator: Rachel Boreman 665-9437

Co-Coordinator: Jean Hudgins 761-6133

* *

HIGHPOINT

Section # 041 Approximate number of students accepted 7

Setting: Highpoint - Washtenaw Intermediate School
Wagner Road, Ann Arbor

Transportation: Transportation provided by Outreach, but students with own transportation are welcome.

Introduction: The goal of the Highpoint Project is to give students experience in working with and relating to the mentally impaired and physically handicapped in a day school setting.

Target Population: The Highpoint students range in age from 3 mos. to 25 years. It is a co-educational school although there are divisions made between primary, intermediate, and young adult sections. All students suffer mental impairment of varying degrees, some are also physically disabled. 90% of the students live a home with their parents, the others come from foster or group homes.

HIGHPOINT continued:

Student's Role: Outreach students have a variety of roles at Highpoint: they serve as teacher aides, assisting in the classroom, or tutors, providing one to one instruction; but also, importantly, they are friends, models for socialization. Students spend 4 hours per week at the school.

Group Meetings: Once a week meetings, of two hours each, will provide an opportunity for students to share their experiences at Highpoint and to honestly evaluate those experiences and their impact together. Occassionally lectures or films may be added to the discussion format. Several field trips will be planned.

Requirements: The requirements included mandatory attendance at all discussion sections and placement assignments, as well as a log or short paper assignement, to be decided by the students.

Prerequisites: There are no prerequisites for the course except for the selection INTERVIEW. Previous experience with mental retardation or related disabilities is not required.

Coördinator: Patricia A. Nedeau 665-0147

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JEWISH ELDERLY

Section # 015 Approximate number of students accepted 15

Setting: B'nai B'rith Hillel Foundation
1429 Hill St.

Transportation: Depends on assignment, some people are within walking distance.

Introduction: This project seeks to serve the special needs of the Jewish Elderly in Ann Arbor and Ypsilanti.

Target Population: The target population has two common characteristics-they are Jewish and they are elderly. Besides these two facts, they are all unique, each having different needs and problems.

Student's Role: The students act as companions and friends on a one-to-one basis to their elderly person, giving them a sense of worth and a person to listen to. The student learns first hand the needs of this population and gains insight and respect for their range of experiences.

Group Meetings: Seminars meet 1 - 1½ hours weekly. The format varies from guest lectures to movies, to discussions and sharing common problems and experiences. The goals are to gain sensitivity to and ability to cope with the problems of the aging.

Continued on Page 13.

JEWISH ELDERLY continued:

Requirements: A log of experiences is turned in weekly, attendance at the weekly seminar is mandatory, and 3 hours a week in the field are required.

Prerequisites: An interview is required for entry into the program; beyond that, enthusiasm and desire to learn are the only prerequisites!

Coordinator: Debbie Cohen 996-0216

* *

MOTT HOSPITAL - HEALTH CARE INTERACTION

Section # 016 Approximate number of students accepted not established

Setting: Mott Childrens' Hospital

Transportation Students must provide own transportation.

Target Population: Tiny infants to adolescents with a variety of health problems.

Student's Role: Students interact with patients in the hospital, one-to-one basis personal interaction. Four (4) hours per week in the hospital setting sharing with the patients experiences, participation by means of active listening.

Group Meetings: Various topics of interest to students concerning hospital (sometimes lecture; mostly discussion). Forum for questions and problems during placements. Once per week. Meeting example: discuss anorexia, nurse-patient relations, etc.

Requirements: Journal and oral project.

Prerequisites: INTERVIEW REQUIRED. Volunteer jacket deposit of $5.00.

Coordinator: Julie Porter 995-4425

Co-Coordinator: Gayanne Kell 663-2065

* *

MOTT HOSPITAL - RECREATION

Section # 017 Approximate number of students accepted not established

Setting: C. S. Mott Childrens' Hospital
University Medical Center

Transportation: None required.

Continued on Page 14.

MOTT HOSPITAL - RECREATION continued:

Introduction: Briefly, volunteers try to comfort and provide companionship for the patient. They do this through playing games, talking, etc.

Target Population: Student volunteers work and play with children ages 4-10 and adolescents 11-18 on separate floors.

Student's Role: Volunteers work with an activity therapists on the 5th and 6th floors usually, but also worked one-to-one with the patients.

Group Meetings: There are mandatory weekly group meetings, which last one hour. Discussion of hospital experiences and problems, outside lectures (sometimes mandatory which count as meeting time) make up the bulk of meetings.

Requirements: Requirements of this program include mandatory attendance of 5 hours at hospital and 1 hour meeting each week and a journal of hospital experiences.

Prerequisites: An INTERVIEW IS REQUIRED for this program.

Coordinator: David Levine 662-0251

Co-Coordinator: Andy Yokum 996-0542

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NORTHVILLE REGIONAL PSYCHIATRIC HOSPITAL

Section # 018 Approximate number of students accepted 22

Setting: Northville Regional Psychiatric Hospital
W. 7 Mile Road, Northville, Mich.

Transporation: Transportation provided by Outreach.

Introduction: The major goals of this project are to provide the patients an opportunity to become involved in recreationl and social activities with the students who will be, at the same time, learning the basic premise of mental health and the role of a state institution.

Target Population: Two wards consisting of emotionally impaired young adults -- new admission male/coed new admission and long term, ranging in age from 16-21 years.

Student's Role: From 6-10 p.m. on Tuesday nights, the student will be a paraprofessional providing a social model for the residents.

Continued on Page 15.

NORTHVILLE REGIONAL PSYCHIATRIC HOSPITAL continued:

Group Meetings: Attendance is mandatory for the following: orientation meeting, (1½ hours), three seminars and weekly meetings at Corner House (brief 15 min.). Other meetings if announced and, of course, weekly attendance at the hospital.

Requirements: Weekly logs, 2 readings and short write-ups, bucket drive, plan one activity on the ward, PARTICIPATION.

Prerequisites: Enthusiastic students from all fields of study.

Coordinator: Karin Hulscher 668-1378

* *

ONE-TO-ONE

Section # 019 Approximate number of students accepted 20

Setting: The Community

Transportation: Students with own transportation preferred.

Introduction: One-to-One is a non-profit organization run by committed students. These students work closely with young people in Washtenaw County, referred to One-to-One by social workers and the schools.

Target Population: The young people vary in age from 8-18 years and share some difficulty adjusting to school, home or to the community environment.

Student's Role: Volunteers see a young person for a minimum of 4 hours each week. This frequent contact with the young person makes One-to-One similar to a Big Brother/Big Sister organization in that they provide services for the youth. One-to-One can be used by both the student and the client as a: (1) referral agency; (2) employment agency; (3) educational tutoring; (4) mediator between youth, guardian, volunteers, and (5) recreation.

Group Meetings: Are bi-monthly and at Corner House.

Requirements: Journal required; 4-5 hours a week with your young person and a 4-6 month commitment.

Prerequisites: INTERVIEW REQUIRED.

Coordinators: Becky Guzman 668-4055

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PEACE NEIGHBORHOOD CENTER

Section # 020 — Approximate number of students accepted 8

Setting: Peace Neighborhood Center
1111 N. Maple, Ann Arbor

Transportation: Transportation is provided by Outreach.

Introduction: Our main objective is to improve self-esteem of the children and to encourage interest in education.

Target Population: This project serves primarily Black children from low income families. They range in age from 5-14 years.

Student's Role: Students will be involved in planning, teaching and supervising both academic and enrichment activities with the children for 2 hours twice a week.

Group Meetings: One hour seminars meet once a week. The format varies among informal guest speakers, discussions, films and planning project activities.

Requirements: A brief log is required. Cooperative planning of activities (1 hour per week) and seminar attendance is expected. Orientation of 1 hour is required.

Prerequisites: INTERVIEW REQUIRED. We prefer people with an interest and caring for children who are also flexible and open to new experiences.

Coordinator: Marcia Goldner 662-3564

* *

PERSONAL GROWTH GROUPS

Section # 021 — Approximate number of students accepted 50

Setting: Camp High Scope or the U of M Fresh Air Camp for the weekend groups. Classrooms or lounges for on-going groups.

Transportation: Transportation provided by Outreach for the week-end group.

Introduction: Personal Growth Groups is a project designed to provide a safe group context for learning interpersonal communication skills, for enhancing self-understanding, and for learning about group process. In our groups, by limiting ourselves to "here and now", we emphasize how we can more effectively express our feelings and how we can be more open and perceptive about the feelings of others. We also explore, through the readings and discussion in the group, various aspects of group process. Though these groups are neither a setting for therapy, nor a general rap group, the experience that one has in this project is directly translatable to "real-life" situations.

Continued on Page 17

PERSONAL GROWTH GROUPS continued:

Target Population: This project is different from the others, in that we do not go out into a community setting, but rather, our target population is ourselvex, with our varying attitudes, backgrounds and personalities.

Students' Role: Each group will be led by two leaders whose role it is both to facilitate the group and also to contribute and share as members. The basic format of the group is unstructured, meaning that no specific topics are presented by the leaders. Instead, students are encouraged to generate interactions about themselves, their feelings, and their experiences of each other in the group, including commonalities and differences. Attention will be focused on the way we communicate with others and how we are perceived as a result.

Group Meetings: Students will meet in groups of 6-10 for either (ON-GOING GROUP) three hours weekly, or for (WEEK-END GROUP) one long week-end (Friday 5:00 to Sunday 4:00 p.m.) at a residential setting. The week-end group will be preceded by an all-day training and supplemented by several on-going sessions. Attendance at every session is crucial.

Requirements: A 2-3 page summary paper and completion of our evaluation forms will be required of all students. Depending on the type of group and the amoungof credit given, so will some combination of short required readings, a one page mid-term report, log or journal entries and/or a group observation project.

Prerequisites: INTERVIEWS are held, and separate project applications are given out at a Mini-Group session held immediately after the Mass Meeting - location will be announced. (Talk to the project coordinator if special arrangements need to be made.) Selection is based on the following ratios: 20% Fresh., 20% Soph., 20% Jr., 40% Sr.; 50% men, 50% women, and some priority is given to students who have taken the project before. The lab fee for the On-going Groups is $10 per credit, and for the Weed-end Group is $30-35 depending on the cost of the camp.

Coordinator: Catherine Lilly 662-5215

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PLYMOUTH CENTER FOR HUMAN DEVELOPMENT

Section # 023 Approximate number of students accepted 40 to 60

Setting: Plymouth Center for Human Development
15480 Sheldon Rd., Northville, Mi.

Continued on Page 18.

PLYMOUTH CENTER FOR HUMAN DEVELOPMENT continued:

Transportation: Transportation provided by Outreach.

Introduction: This is an excellent opportunity to obtain insight to workings of an institution, as well as learning how to relate to the mentally, physically and emotionally impaired. It's a challenge - as well as an opportunity to really find out about yourself.

Target Population: Adolescents and adults labelled mentally retarded and living at the Plymouth Center. Includes residents who are blind, deaf, or otherwise physically handicapped.

Student's Role: Students work on a one-to-one basis with residents, providing something very special that the institution cannot provide - individual attention.

Group Meetings: Students work for 3½ hours on Tuesday OR Wednesday night, and attend a one-half hour film or group meeting on the same evening. Students also attend 4 special seminars during the semester and have two individual conferences with their group leader.

Requirements: A weekly log of experiences in the setting as well as a short paper on your semester with your resident.
For returning students: instead of weekly meetings with your group you will meet with the coordinators. Readings will be structured around your own goals for continuing your work at Plymouth and with the mentally impaired.

Prerequisites: Although INTERVIEWS are REQUIRED, the staff and residents of P.C.H.D. are anxious to have as many Outreach volunteers as possible. Therefore, our interviews are not set up to "weed people out" as much as to get a general feeling of how to make the semester a success for each student and their resident.

Coordinators: Patsy Genry 973-9153
Regina McNeal 973-9153

* *

POUND HOUSE CHILDREN'S CENTER

Section # 022 Approximate number of students accepted 12-15

Setting: Pound House Children's Center
1024 Hill St. (corner East University and Hill Streets)

Transportation: Students must provide their own transportation. Close to campus.

Introduction: Pound House provides care for 26 2½-5 year olds. We are a special sort of preschool as we are multi-cultural and have a number of foreign born, non-English speaking children in our program at any given time.

Continued on Page 19.26

POUND HOUSE CHILDREN'S CENTER continued:

Target Population: We serve 2½-5 year old boys and girls and strive toward maintaining a balance of race, sex and class differences within our preschool. Children are largely from the University community.

Student's Role: Students act as teacher's aides and work directly with the children in conjunction with the head teacher and other staff people. We encourage all students to take an active part in the planning and executing of activities.

Group Meetings: Once a week for 2 hours all staff people attend a staff meeting. These include discussion of what is going on in the classroom with students and children. These will also take the form of workshops and seminars on specific issues.

Requirements: As of this printing no written work or outside reading was required. This may change. All that is required is fulfilling the time commitment in the classroom with the children and the weekly staff meetings.

Prerequisites: There are no prerequisites, although a foreign language skill (ie. Spanish or Japanese) is advantageous. INTERVIEW REQUIRED.

Coordinator: Joanne Haas 764-2547

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ST. JOSEPH MERCY HOSPITAL

Section # 024 Approximate number of students accepted 30

Setting: St. Joseph Mercy Hospital
Huron River Drive Between Ann Arbor and Ypsilanti

Transportation: Transportation may be provided by Outreach or students could provide their own transportation. Ann Arbor transit is used by many students.

Introduction: St. Joseph Mercy Hospital offers students a working experience in a hospital setting. (You can offer service to many areas of the hospital; nursing units, X-ray, Walk-In Clinic, Emergency Room, and special patient activities, etc.)

Student's Role: As an Outreach volunteer you will be concerned primarily with patient contact and support of staff. The Outreach volunteer usually works on a nursing unit, in specialized holding areas, or intensive care waiting areas.

Continued on Page 20.

ST. JOSEPH MERCY HOSPITAL continued:

Group Meetings: A weekly group discussion section is required of each student in addition to a 4 hour weekly commitment at the hospital. Group discussions vary slightly according to group leader but interaction between students concerning experiences at the hospital is a main goal in these meetings.

Requirements: A few short logs and some article readings are required in group discussions, but these are minimal.

Prerequisites: An INTERVIEW with group leaders and hospital volunteer supervisors is REQUIRED. No previous experience in hospitals is necessary for this project and there is a $10 deposit fee for a volunteer jacket.

Coordinator: Steve Chase 995-9416

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ST. JOSEPH MERCY HOSPITAL - PEDIATRICS

Section # 025 Approximate number of students accepted 10

Setting: St. Joseph Mercy Hospital
Huron River Drive

Transportation: Transportation by Ann Arbor Transit buses, your care or possibly Outreach.

Introduction: St. Joe's Peds. provides the opportunity for the student to work with children in the hospital one a one-on-one basis and also with children on group projects.

Target Population: Infants to young adults with a variety of health problems.

Student's Role: Students are volunteers who work with the staff 4 hours a week in making the child's stay at the hospital more comfortable.

Group Meetings: There is an hour long group meeting every week - time and place to be determined. The topics of the group meetings vary from dealing with problems which occur at the hospital, listening to guest speakers and participating in discussions on various ethnical problems.

Requirements: Requirements include attending weekly meeting, working 4 hours a week at the hospital, reading 2 brief articles in preparation for 2 group meetings and keeping a log at the hospital.

Prerequisites: INTERVIEW with coordinator, $10 lab fee, $10 returnable deposit on uniform.

Coordinator: Connie Sedelbauer 769-4591

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The Salvation Army SENIOR HOMEAIDS PROGRAM

Section # 026 — Approximate number of students accepted 25

Setting: Individual homes of senior citizens within 2 miles of campus.

Transportation: Students must provide own transportation.

Introduction: Ann Arbor is more than a college town. There are many senior citizens out there who have much to teach and share with younger persons. A whole new world will open up to students who take out the time to get to know one of these special people.

Target Population: Senior citizens living in own homes trying to maintain an independent lifestyle. Mostly older women, some men and a few older couples.

Student's Role: The students role differs with each placement - each student has a say in the type of placement they are looking for. Students will most certainly be friends and companions but should be prepared to do some household chores and other odd jobs (not personal care).

Group Meetings: Tuesday nights 7-8:15 combination of discussion, guest speakers, and films.

Requirements: Log for first 4 weeks, 1 page "thought paper", 1 page "feeling paper", field trips, individual conferences.

Prerequisites: INTERVIEW REQUIRED:

Coordinator: Cathy Parsa 668-8353 (office)
995-4718

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SCHOOLS CLASSROOMS

Section # 027 — Approximate number of students accepted 100

Setting: Schools outside the Ann Arbor area.

Transportation: Transportation provided by Outreach.

Target Population: Children in elementary and middle schools in Dexter, Howell and Brighton.

Student's Role: Students tutor on a one to one basis or work with small groups of children. A four hour block of time (either 8-12, or 12-4) is necessary to participate in the project.

Group Meetings: 3 group meetings throughout the term. Discussions based on your experiences and related topics.

Continued on Page 22.

SCHOOLS CLASSROOM continued:

Requirements: Special project, weekly log, attendance at a few seminars, mandatory weekly attendance, enthusiasm.

Prerequisites: No interview necessary, only a sincere desire to work with children.

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SCHOOLS TUTORING

This project will be incorporated into the Schools Classroom project. Any student interested in tutoring please contact the Schools Classroom Coordinator.

Setting: Scarlett Junior High
on Louraine off of Platt

Transportation: Provided by Outreach.

Target Population: Junior high school students needing help with school work.

Student's Role: Outreach students work with one or two teachers who assign them to an individual student or to a group of students. There is ample opportunity for one on one tutoring if one desires. Students are often of need of help in math, reading, spelling, and science. Outreach students work in the area they are most proficient in. For the most part, one is free to try any method one feels would help the student the most.

Group Meetings: Approximately six seminars a semester, consisting of group discussions or a guest speaker.

Requirements: Mandatory attendance and a short journal.

Prerequisites: INTERVIEWS REQUIRED.

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SUNDAY DROP-IN CENTER

Section # 030 / Approximate number of students accepted 10

Setting: First Congregational Church of Ypsilanti
214 N. Adams

Transportation: Transportation provided by Outreach.

Continued on Page 23.

SUNDAY DROP-IN CENTER continued:

Target Population: Age 16 and older - mentally retarded adults.

Student's Role: Provide the adults at the center with social interaction. We involve the adults in various activities such as bowling, roller skating, museum trips, etc.

Group Meetings: Group meetings will be held on Sunday afternoon before going to the center. Approximate times of project will be from 1:30-6:00. We will discuss activities for the day, problems and future plans.

Requirements: Students are required to keep a log of weekly activities and attend the Sunday Drop-In Center weekly.

Prerequisites: An INTERVIEW will be REQUIRED. We will accept those willing to make another's life more fulfilling.

Coordinator: Marleen Guibord 663-1333

Agency Person: Trish Watkins 971-5491

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TENANTS UNION

Section # 014 Approximate number of students accepted 14

Setting: Ann Arbor Tenants Union
4109 Michigan Union

Transportation: Not necessary

Introduction: To improve housing and increase tenant's rights and knowledge of those rights in the Ann Arbor vicinity.

Target Population: Tenants

Student's Role: To be an integral part of the Tenants Union. Students will be voting members helping to decide Tenants Union policy. They will be counselors, tenant organizers, fundraisers, etc.

Group Meetings: Three mandatory training meetings and weekly or bi-weekly policy meetings.

Requirements: Six hours per week to be spent in the office counseling, working on projects, fund-raising, etc.

Prerequisites: None

Coordinator: Sue VanHattum 663-3477
761-1225

* *

Project TRANSITION

Section # 031 — Approximate number of students accepted up to 30

Setting: Different places in the community, changes every week.

Transportation: Transportation provided by Outreach.

Introduction: Project Transition is set up to break down the process of institutionalization inpatients at state mental institutions. Students and patients meet for 4 hours a week in the community setting. The group provides a supportive environment in which patients may try 'new' behavior without fear of rejection.

Target Population: All of our patients are people who need practiced with social interaction in a supportive environment. Depending on the ward assigned, ages will be 18 and up and of a mixed population.

Student's Role: Student's role is as a friend, rather than a therapist. You will spend 4 hours a week with the patients, allowing time for both social interaction and supportive friendships. Activities are decided upon by both patients and students.

Group Meetings: One hour evaluation session every week - essentially an open discussion by students, group leaders, and staff from ward, opportunity to discuss change seen in patients and to set new goals; also to discuss and share anxieties or "that's great type of feelings." Also 4 REQUIRED 2-hour seminars to be held Sunday afternoons.

Requirements: Attendance is mandatory. A log relating to student's thoughts and feelings during and after activity is required.

Prerequisites: Those interested in being friendly and supportive to patients. A short INTERVIEW IS REQUIRED so student can get a better idea of project.

Coordinator: Chuck Ex 662-0251

Co-Coordinator: Shirley Lowe 971-7226

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UNIVERSITY HOSPITAL - HEALTH CARE INTERACTION

Section # 032 — Approximate number of students accepted 30

Setting: University Hospital
University Hospital Medical Center

Transportation: Not needed - hospital on campus.

Continued on Page 25.

UNIVERSITY HOSPITAL - HEALTH CARE INTERACTION continued:

Introduction: Students in this project interact closely with patients and staff. They observe many hospital settings, such as general nursing units, Emergency Room, administrative units, and therapy departments.

Target Population: Volunteers come in contact with virtually any type of patient admitted to University hospital.

Student's Role: Students spend four hours a week in direct interaction with patients in most hospital units. They provide a concerned and empathetic ear.

Group Meetings: Groups meet 2 hours a week for discussions of hospital experiences, as well as topics that are useful in their setting such as listening techniques, death and dying, medical ethics, etc.

Requirements: Attendance is required at all meetings and hospital shifts. Four logs entries on hospital experiences are also required.

Prerequisites: Students must pay the Outreach lab fee and a $5.00 refundable deposit for a hospital jacket. Volunteers must also attend the hospital orientation. INTERVIEWS ARE REQUIRED for acceptance.

Coordinator: Nancy Grove 994-3774

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VETERAN'S ADMINISTRATION HOSPITAL - CULS

Section # 033 Approximate number of students accepted _____

Setting: Veteran's Administration Hospital
2215 Fuller Road, Ann Arbor

Transportation: Students must provided their own transportation or use the University North Campus buses.

Introduction: This project is designed for pre-medical and health-related students. Participation in this project gives the student the opportunity to become exposed to many areas of a hospital.

Students' Role: Participants are seen as pre-professional students, eager to learn, enthused, motivated, wanting to see and experience all. Students participating in this project should come in wanting to really find out if medicine is for them.

Continued on Page 26.

VETERAN'S ADMINISTRATION HOSPITAL continued:

Group Meetings: Both sections meet at the hospital on Thursday at 6 p.m. for group meetings. Medical lectures, conferences, problem-solving sessions, patient case histories, and sharing of experiences session.

Requirements: Journal or one short paper. Mandatory attendance for hospital duty and group meeting. All times missed will have to be made up.

Prerequisites: Enthusiasm, motivation, and a desire to be of help to patients in need. INTERVIEWS REQUIRED. Meals are provided at the hospital.

Coordinator: Hector Garza 763-3258 (office - 242-B West Engineering Bldg.)
764-6410
668-7319

* *

WASHTENAW JUVENILE COURT

Section # 034 Approximate number of students accepted 15

Setting: Washtenaw Juvenile Court
Platt Road

Transportation: Students must provide their own transportation.

Introduction: Outreach students placed, having a tutoring role, gaine experience with and are exposed to individual progressive education as conducted in a juvenile justice system.

Target Population: Juvenile delinquents of varied ages between lo and 18.

Student's Role: A student, working in a designated area, serves as a tutor and an intermediary between the delinquent and the juvenile court staff.

Group Meetings: Discussion seminars are held every other week for approximately 1½ hours in order to resolve problems and inform students.

Requirements: Attendance to seminars is mandatory, one formal and one informal written assignement as well as daily journals are required.

Prerequisites: An INTERVIEW IS REQUIRED to discuss past experience pertainment to his/her placement.

Coordinator: Stephanie Trifelos 995-1033

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SOCIAL ACTIVITIES PROGRAM

Section # 037 — Approximate number of students accepted 30+

Setting: Ypsilanti Regional Psychiatric Hospital
3501 Willis Rd. at U.S. 23

Transportation: Transportation provided by Outreach.

Introduction: Emphasis is on changing attitudes toward mental illness and working towards eliminating prejudices about the mentally ill. Students work in the hospital demonstrates to the patients a sense of the communities interest in them.

Target Population: Chronic, admission, and geriatric mental patients, typically labelled as schizophrenic, paranoid, or manic-depressive.

Student's Role: Students, having a non-professional title, serve simply as friends to mental patients -- they are there to facilitate social interaction every Tuesday evening from 6-9:30 p.m.

Group Meetings: Group leader meetings once a week ½ - 3/4 hour.
Group meetings once a week ½ to 1 hour long.
Guest speaker lectures - every third Sunday from 3-5 p.m.

Requirements: One final paper at end (approximately 3 pages), read articles to enhance group meetings, weekly logs, collected every 2 weeks.

Prerequisites: INTERVIEWS ARE REQUIRED. Past experience is not necessary.

Coordinator: Pam Smith 995-1693

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PROJECT OUTREACH APPLICATION

Return to:
Project Outreach
554 Thompson St.
764-9179

Current Term_____
Current Date_____

NAME_____ SCHOOL_____ MAJOR_____

ADDRESS_____ YEAR IN SCHOOL_____

PHONE_____ (optional:Sex: M____ F____ Minority member_____)

Indicate below which project(s) you would like to be a participant in. NOTE: You must interview for all your project choices if interviews are required for each!!!

Choices	Name of Project(s)	Day & Time Preferred
1st		
2nd		
3rd		
4th		

1. If your project choices listed above are closed, do you want to be called by another project that has openings? YES_____ NO_____

2. What do you hope to learn by participating in Project Outreach?

3. What other motivations do you have for participating in Project Outreach?

4. What are your career goals and what relation, if any, does Project Outreach have with them?

5. List any previous Outreach Projects you have attended.

6. What relevant experience will you bring to your project?

7. Do you have a car that could be used in a project if necessary? YES____ NO____

INDICATE BELOW TIMES WHEN YOU ARE UNABLE TO ATTEND AN OUTREACH PROJECT:

Times	Mon	Tue	Wed	Thur	Fri	Sat	Sun
8 am							
9							
10							
11							
Noon							
1 pm							
2							
3							
4							
5							
6							
7-8							
8-10							

OFFICE USE ONLY !! Coordinators: Complete after interview with student and return to the Outreach office.	1st. Project_____ Interviewer_____	2nd. Project_____ Interviewer_____	3rd. Project_____ Interviewer_____	4th. Project_____ Interviewer_____
STUDENT ACCEPTED				
PROJECT CLOSED				
TIME CONFLICT: NOT ACCEPTED				
DOES NOT MEET QUALIFICATIONS: EXPLAIN:				
DID NOT SHOW UP FOR INTERVIEW				
OTHER - EXPLAIN:				

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"Experiential Education"

Shulamit Reinharz, Ph.D.

Department of Psychology
University of Michigan

Experiential education continues to baffle or annoy educators and administrators even though it has been with us in many forms for many years. Experiential education aptly describes laboratory courses, applied courses, clinical and other pre-professional training, cooperative education and other field studies. These forms of experiential education occur outside the traditional classroom. As instruction leaves the classroom, it sheds the special attributes of classroom studies such as student passivity and detachment and teacher control. The contrasting attributes of experiential and classroom education are displayed in the chart below.

Experiential education can also occur in the classroom. This is the case when the classroom is transformed into an environment in which the current experience of the student becomes the material which is examined, analyzed and clarified. Examples of classroom-situated experiential education are simulation games, self-analytic groups, moot courts, etc. In both classroom and extra-classroom situations, the student first immerses him/herself in the activity and then distances him/herself to obtain the analytic perspective. In non-experiential education, the distanced stance is adopted at all times, and references to current experiences are irrelevant or very brief. Experiential education examines the reality to be studied after becoming part of or encountering that reality. Thus experiential education involves an examination of the self.

Non-experiential education examines the reality without utilizing participation. As a result, exclusively non-experiential education leaves students wondering if their knowledge is grounded. For this reason large numbers of students consistently flock to experiential courses so that they may test or ground their knowledge obtained in the classroom. Simultaneously they test and ground themselves in the reality outside the classroom.

Experiential education varies as to the level of activity and learning designed for the student. On the dimension of activity, students can observe natural situations; they can adopt a role in the setting, actively participating in ongoing events; or they can attempt to change a setting. So too with the analytic component of experiential education, they can learn to describe a setting, integrate their experience with abstract concepts and information, and ultimately modify their understanding of the activity or of a theory on the grounds of their experiential learning.

Experiential education is differentiated from experience by 1) the existence of an educational objective and intent which are manifested in systematization, progression, and supervision of activities; 2) the requirement that the learner articulate and communicate to others what has been experienced and learned.

The fact that there are two distinctive models for the educational process can be seen by the special rules, definitions, and rationales that are repeatedly called for with regard to one of them - experiential education. The other model - classroom education - has been institutionalized and thus is the normative format. The chart below highlights the differences between the two models, but actual learning environments may contain elements of both models. Project Outreach is an example of an experiential educational program that <u>combines</u> elements of both, although it emphasizes the lefthand column. For example, Project Outreach relies on leaders who are academically competent as well as good facilitators and who exercise a certain amount of control over the student.

	Experiential Education (The Developmental Model)	Classroom Education (The Transmission Model)
Objective	Development of the whole student, cognitively, affectively, and interpersonally, (Including personal values and skills) in the context of a larger cognitive framework.	Transmission of information and concepts which students should assimilate.
Who may teach	Persons skilled in facilitating students' cognitive and emotional development.	Persons certified competent in a given discipline.
Who may participate	Students whose learning style is compatible with disclosure and examination of their experiences.	Students whose cognitive style is compatible with examining and retaining information and abstract concepts.
Behavioral style of learning environment	Students actively participate in a representation of something from which they will learn. In some instances students make significant decisions affecting others.	Students are passive recipients who record, discuss, and analyze ideas which they are learning. Students are accountable only for their own performance.
Level of interaction	High among students, between students and facilitator, and between students and others in the learning environment.	Regulated by teacher, can range from no interaction to relatively high.
Size of student group	Typically small (under 15) to allow for participation by all members.	Any size, depending on technology used for communication.
Evaluation	Ability of student to articulate his/her learning by integrating experience with abstract thinking; evaluation hinges on behaviors (e.g. competencies) and conceptualization.	Ability of student to remember and use the information, ideas transmitted in a given period of time.
Retention	Presumed to be high since the learning is integrated.	Sharp decline after evaluation because material may be stored temporarily but not integrated.

The focus of experiential education is on the process of discovery rather than on specific information to be learned. To abet the discovery process Project Outreach utilizes weekly seminars to combine debriefing and examination of students' experiences with the transmission of information. The format of the education which I have tried to implement in Project Outreach is thus the grounding of ideas in experience, and the building of ideas from experience. This "back-and-forth" motion of learning seems to be not only useful in Project Outreach, but could be applied more generally as the foundation of a liberal arts education.

A visual representation of the learning process which characterizes experiential education is offered below: